DOCUMENT RESUME

ED 242 822 UD 023 476

TITLE The Chicago Effective Schools Project. A Report of Evaluation Results--Fiscal 1983. Volume I.
INSTITUTION Chicago Board of Education, Ill. Dept. of Research and Evaluation.
PUB DATE Oct 83
NOTE 37p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Achievement Gains; Bilingual Education Programs; *Black Students; *Compensatory Education; Demonstration Programs; Elementary Secondary Education; *Equal Education; *Hispanic Americans; *Program Effectiveness; Program Implementation; Racial Segregation; School Desegregation; School Effectiveness; Social Isolation
IDENTIFIERS *Chicago Effective Schools Project IL

ABSTRACT

The Chicago Effective Schools Project (CESP) is a demonstration program, involving racially isolated schools (Black and Hispanic), designed to provide equal educational opportunity and excellent school programs in schools that cannot be desegregated. This report describes the program as it was implemented in fiscal years 1982 and 1983. The program description includes a brief review of the effective schools literature; major evaluation variables; program design and implementation; and program implementation in Hispanic and bilingual schools. Evaluation results summarized indicate (1) that the program was generally conducted as intended; (2) student achievement improved for most grade levels, and 20 of the CESP schools moved upward in the ranking of the Chicago elementary public schools; (3) most CESP students and their parents had positive attitudes toward the program, although a significant minority were ambivalent or negative toward certain of its aspects; (4) few students understood the Chicago Mastery Learning units; and (5) although there was some staff disagreement about the provision of bilingual services, bilingual students expressed positive attitudes about the program. Recommendations for program improvement are presented. (CJM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F Schuster
Chicago Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

THE CHICAGO EFFECTIVE SCHOOLS PROJECT

A Report of Evaluation Results--Fiscal 1983

VOLUME I

CHICAGO PUBLIC SCHOOLS

Bureau of Equal Educational Opportunity Evaluation
Department of Research and Evaluation

October 1983

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, national origin, religion, age, handicaps unrelated to ability, or sex in its educational program or employment policies and practices.

BOARD OF EDUCATION OF THE CITY OF CHICAGO

Mr. Sol Brandzel, President
Mrs. Viola Wordlaw Thomas, Vice President

Mrs. Betty Bonow
Mr. Clark Burrus
Mr. Leon Jackson
Mrs. Rose Mary Janus
Rev. Wilfred Reid
Ms. Myrna Salazar
Dr. Luis Salces
Mr. Raul Villalobos

CHICAGO PUBLIC SCHOOLS

Ruth B. Love
General Superintendent of Schools

ACKNOWLEDGMENTS

The EEOE bureau wishes to acknowledge the cooperation of the CESP school staffs, the students, and their parents. Certainly the central administrative program unit, the Office of Equal Education Opportunity, as well as the superintendents in whose districts the CESP program is operative deserve our thanks. Also, the Director of Projects and the bureaus in the Department of Research and Evaluation, particularly the Bilingual, Special Education, Technical, and Scanner Services, the ECIA Chapters 1 and 2 evaluators, and the Production Services bureau provided assistance of inestimable value to the evaluation program. Foremost, I wish to acknowledge the work of the EEOE staff, primarily responsible for the implementation of the evaluation. Their contributions to the evaluation program and the performance of their work were devoted, diligent, and competent.

Muriel J. Clarkston
Coordinator

TABLE OF CONTENTS

	Page
Preface	ii
Executive Summary	1
Introduction	5
The Effective Schools Literature (A Brief Sketch)	7
Summary of the Fiscal Year 1982 CESP Evaluation	9
Major Evaluation Variables	
Achievement Results	11
Student Attitudes: A Commentary Pertaining to the CESP Program	13
Attendance and Mobility: Factors in CESP Student Progress	15
The Chicago Effective Schools Design	
Expectations for Learning	17
Strong Principal Leadership	17
Parent and Community Involvement	18
Evaluation Utilization Potential	18
The Students and Their Classroom Experiences	18
General School Climate	19
Staff Development	20
The CESP Program and Its Implementation	
The Program Structure	21
Implementation	21
The Hispanic and Bilingual Schools in the CESP Project	
The Bilingual Program	23
Factors Concerning School Climate	24
Hispanic Students and Their Classroom Experiences	24
Discussion of Evaluation Results	25
Recommendations and Implications for Program Modification	29

PREFACE

The Chicago Public School Student Desegregation Plan is the direct result of a Consent Decree entered into in 1980 by the United States Department of Justice and the Chicago Board of Education. It was that decree which established the major goals of equity and excellence as part of the desegregation program of the Chicago Public Schools.

The two major components of the Student Desegregation Plan are student movement and the educational components. The plan for student movement is the means by which the maximum possible number of students will attend school in a desegregated setting. The educational components plan is designed with excellence and equity of the instructional program as its main goals.

Contained in the plan for educational components is the provision for the establishment of a demonstration program involving racially isolated schools (Black and Hispanic). This project is currently entitled The Chicago Effective Schools Project (CESP). It is one of the means by which equity of educational opportunity and excellence of the school program can be attained in schools that cannot be desegregated.

If the CESP program is to become a model for the other schools in our system, an ongoing evaluation that examines, in detail, the development of the project is a necessity. It is with this need in mind that the CESP evaluation was established. The Bureau of Equal Educational Opportunity Evaluation (EEOE), for the past two years, has conducted the planning and implementation phase of the evaluation program.

EXECUTIVE SUMMARY

The purpose of the Equal Educational Opportunity evaluation is to aid the Chicago Effective Schools Project (CESP) by providing meaningful evaluation information to obtain positive outcomes from the CESP program. The course upon which the school system has embarked requires flexibility and versatility of program to meet the needs of the large segment of the school population which, due to the total composition of the city, must remain racially identifiable. Evaluation that provides insight into program strengths and weaknesses is imperative if the project is to be optimally successful.

The CESP project is a demonstration program. If it is to become a model for other schools, it must be examined in detail to ascertain the most effective elements so that they can be disseminated to other schools in the system. The initial year of the evaluation focused on the determination of the nature of the environment in which the project was conducted. The ideas, attitudes and experiences of the administrators, school staffs, parents and students were also studied. The major purpose of the evaluation was to ascertain the degree to which factors deemed essential to the creation of effective schools programs were present in the CESP schools.

The major concern of the evaluation during the second year (FY 1983), was assessment of program progress by the project participants. The information gathered from these assessments provided a basis for comparison with FY 1982 topics introduced during the initial evaluation. This facilitated additional data comparisons.

The evaluation model consisted of four parts:

I. A survey of student opinions concerning their schools, educational aspirations and other related topics.

II. A school visitation program which included classroom and student observations, student interviews and general observations of the schools.

III. Distribution of questionnaires to principals, teachers, and parents.

IV. Interviews with district, school and central program unit adminstrators.

Conclusions drawn from the data are offered for serious consideration to achieve the goal of optimal student progress. The conclusions and some of the most salient findings of the evaluation are as follows:

- The CESP program is generally conducted as intended and reflects a number of concepts found in the effective schools literature. Evidence indicates that a variety of approaches are included in the program designs of the individual schools.

- Program implementation has improved, but there are still problems that need to be solved. The major problem appears to be communication. Remedies have been suggested by all persons concerned with the program.

- Principals are generally positive concerning the progress of the CESP program. However, teachers, though somewhat positive, express reservations concerning a number of program areas. Teacher attitudes toward the achievement potential of the students tend to be less positive than the principals' attitudes.

- The principals who assessed their program's progress were generally accurate in their assessment of their students' progress in academic achievement. The positive attitudes of the principals tend to be justified by the reported achievement of their students.

- Twenty of the CESP schools have moved upward in the ranking of the Chicago elementary public schools and would not be included in the lowest achieving schools were such a selection made today. This movement after the second program year is indicative of progress.

- Achievement of the CESP students has improved for most grade levels. The most pronounced progress can be noted for the seventh and eighth grade students. Special efforts appear to have been expended in relation to the instructional program for these students.

- Improvement in achievement for second, fourth, fifth, and sixth grade students has been less positive than for the other grade levels. In several subject areas there have been losses for one or more of these grade levels. This problem is a carryover from previous years. However, the second grade students are a recent addition to this group.

- A number of the CESP students have exhibited achievement that is near, equal to, and in a number of instances greater than national norms. There is an apparent need to provide services for these students.

- CESP students like the Chicago Mastery Learning stories, exercises, etc., and yet a bare majority felt they understood all of the material. Fewer mastery learning units were completed during the past year.

- CESP teachers commend, reprove and generally interact with their students; however, students continue to feel that it is not easy to talk with their teachers. The nature of the observed interaction was quite formal which could account in part for the students' feelings.

- Most CESP students and their parents are positive toward the program, but a significant minority of the students are ambivalent or negative toward various aspects of the program. The increased noise level noted in some classes during observations was evidently a problem to some students and could account, in part, for their attitudes.

- Parent participation in school activities occurs in the CESP schools; however, parent involvement in the learning process is not pronounced. Effort is being expended to increase parent participation and/or involvement in the school program.

Staff development programs are generally considered beneficial by those who participate in them. However, only a very small proportion of the teachers are aware of the programs. The fact that the programs were considered beneficial and the need to train and retrain staff with reference to the specific Equal Educational Opportunity Program goals point up the importance of the staff development program.

INTRODUCTION

This report presents Chicago Effective Schools Project evaluation information gathered during the two-year period, Fiscal years 1982 and 1983. It contains both quantitative and qualitative information that can provide insight into program concerns. It is formative in intent. When the report information is considered along with the project administrators' experiences with the program, it could facilitate the decision-making process for the CESP project.

The initial year of evaluation focused on the nature of the environment in which the project was conducted. The ideas, attitudes, and experiences of the administrators, school staffs, parents, and students were also studied. The major purpose was to ascertain the degree to which factors deemed essential to the creation of effective schools programs were present in the CESP schools.

The major concern of the evaluation during the second year, FY 1983 was the project participants' assessments of program progress. The information gathered from these assessments provided a basis for comparison with data of the previous year. In addition, much of the data gathered during the second year concerned topics introduced during the initial evaluation. This facilitated additional data comparisions.

The organization of this report is essentially the same as that of FY1982. Topics which were part of that report are also included in this document. They provide information as follows: Major Evaluation Variables presents CESP student standardized test results, student attitudes, attendance and mobility; and The Chicago Effective Schools Design discusses the extent to which characteristics as delineated in the effective schools literature are apparent in the structure and operation of the CESP programs.

The CESP Program and Its Implementation, provides an overview of the total CESP program. Its intent is to provide the beginnings of a working model of the program based on the actual experiences of those persons responsible for program organization and implementation.

The Hispanic and Bilingual Schools in the CESP Project, a new topic, discusses the bilingual program and the CESP program in the Hispanic schools. The resulting information is an introduction to a consideration of the needs and concerns of the Hispanic and/or bilingual students. A more in-depth study will be undertaken during FY 1984.

This report is presented in two volumes. This volume contains:

- The Effective Schools Literature (A Brief Sketch)
- Overviews of Program Components
- Discussion of Evaluation Results
- Recommendations and Implications for Program Modification

The executive summary presents the conclusions and some of the more salient information pertaining to the CESP program.

Volume II, the technical volume, includes detailed program outcomes, related statistical information, and the evaluation methodology.

THE EFFECTIVE SCHOOLS LITERATURE
(A Brief Sketch)

The concept of effective schools has been expounded by many theorists over the past ten years. Teams of researchers, including such pioneers in the field as Dr. Ronald R. Edmonds and Lawrence Lezotte, have analyzed empirically as well as inferentially what factors led to effective learning in schools. Much of the discussion centered around establishing characteristics of an effective school; a general theory that could be applied to specific situations. The effective schools theories attempted to put into scientific terms what is essentially intuitive, certain practices that can make a school more "effective" than others.

There are certain tenets throughout the literature that are common among effective schools. One of the chief tenets is the belief that the principal must exert strong leadership. In their book entitled Creating Effective Schools, Brookover and associates found that the principal, or someone else who acts as the leader, must set clear and specific learning objectives for each grade level and each course otherwise they tend to go in different directions with no comprehensive focus.[1] Besides coordinating specific objectives among the various grade levels and courses, the principal must provide sufficient materials for the implementation of the program objectives. Another key factor mentioned throughout the literature on effective schools is the increased amount of student time on task required. In practically all Effective School Models, a high amount of time on task is a substantial contributor to the success of the program. Students are to be treated with the highest expectations with regard to their learning potential. Brookover and associates felt that all children should be expected to learn the same patterns of behavior and there should not be differentiation between those who are or are not expected to learn.

The Annual Desegregaton Review for 1982-83 listed most of these same factors mentioned throughout the literature on effective schools and embellished them with others.[2] The factors listed by the Annual Desegregation Review as key to the development of effective schools are: (1) strong principal leadership, (2) high time on task, (3) high expectations for learning, (4) parental and community involvement, (5) increased use of achievement test results, and (6) generally favorable school climate. The goal of effective schools, according to the review is to remedy "negative impact of racial isolation on minority student achievement. This was to be accomplished by improving instruction and achievement in the maximum feasible number of racially identifiable schools by implementing an instructional program based upon the Effective Schools model."

Dr. Edmonds summarized the concept behind the effective schools.[3] He felt that all children are educable. Pupil educability derives from the nature or condition of the school rather than the family. Finally, he theorized that all staff must believe and support these two concepts fully in order to achieve effectiveness.

In their critique of effective schools literature, Purkey and Smith summarized the key variables as follows: (1) how schools and their districts make decisions, (2) how classrooms and schools can be changed to increase time on task, (3) creating a school climate conducive to learning, and (4)

district allowance of individual school on-site management.[4] Purkey and Smith were critical of how the early researchers derived their conclusions; however, they felt that the effective schools concept made good common sense and its basic factors are worthy of consideration. They also advised the exercise of caution in accepting any particular group of factors as the total criteria for developing effective schools. Michael Cohen agreed with Dr. Edmonds' theory that schools can and must reduce to a considerable extent the dependence of student performance on family background.[5] This idea is based upon his observation that many poor achieving students come from impoverished families that may not provide the sufficient environment for learning. Tommy Tomlison, in his analysis of effective schools, summarizes much of the conclusions drawn from the literature into two sentences.[6] "Effective schools leave little to chance; they impose conditions which produce learning. That, it appears is the discovery of effective schools research."

Reference List

[1]Brookover, Wilbur et al. Creating Effective Schools. Holmes Beach: Learning Publications Inc. 1982.

[2]Annual Desegregation Review 1982-83 Part II: Recommendations On Educational Components. Chicago Public Schools. August 1983.

[3]Edmonds, Ronald. "Search For Effective Schools: The Identification and Analysis of City Schools That Are Instructionally Effective for Poor Children". Harvard University.

[4]Purkey, Stewart and Smith, Marshall. "Effective Schools: A Review" The Elementary School Journal. 83 No. 4, 427-451.

[5]Cohen, Michael. "Effective Schools: What the Research Says" Today's Education. April 1981, 6065-6365.

[6]Tomlison, Tommy. "Effective Schools: Mirror Or Mirage?" Today's Education. April 1981, 6065.

SUMMARY OF THE FISCAL YEAR 1982 CESP EVALUATION

The first evaluation of the Chicago Effective Schools Project (CESP), conducted at the end of the 1981-1982 school year, was designed to answer three questions. 1) To what degree was the special program actually put into effect in the forty-five targeted schools? 2) To what degree did CESP improve the academic achievement of the students in the targeted schools? 3) To what degree were the CESP schools emulating "effective schools" characteristics?

Translating Policy into an Operating Program

The principals at the targeted schools conducted needs assessments for their schools, following Office of Equal Educational Opportunity (OEEO) guidelines. The principals then designed strategies for improving the quality of their schools based on their needs assessments and consistent with professional literature in which the characteristics of "effective schools" were outlined. State Title 1 and OEEO funds were allocated to the principals to implement the strategies they developed.

How did the principals want to [illegible]he OEEO and state Title 1 money? OEEO funds available to pay for additional school personnel were typically requested to hire people who work directly with children in classrooms. Fifty-one percent of the requests for additional personnel were for teachers; 25 percent were for teacher aides. The two most popular uses for state Title 1 funds were equipment (i.e., science or musical instruments, projectors, tape records)--requested by 86 percent of the principals, and supplementary books (i.e., dictionaries, math, science, reading)--requested by 53 percent of principals.

Did the principals get what they ordered? They did, but not entirely. Approximately 95 percent of the 131 new positions made available with OEEO funds had been filled by the end of the 1982 school year. The materials, however, did not get into the schools with the same rate of success. Seventy-three percent of the requested supplementary books and 80 percent of the equipment were in the schools at the end of FY 1982. Approximately 80 percent of the other types of requested materials made it to the schools (e.g., 100 percent of the Mastery Learning supplies were sent to the schools but only 64 percent of the supplementary materials).

Achievement Results

As expected the Chicago Effective Schools Project did not work miracles. However, there were obvious signs that the program was having a positive effect on pupil achievement in the targeted schools. The CESP schools, targeted especially because they had the achievement scores among the lowest of the city schools, began "catching up" to citywide results. We have two different kinds of evidence for improved achievement.

First, CESP schools were slightly more effective at raising average grade-equivalent scores than were city schools on the whole. The average change in ITBS in reading comprehension grade-equivalent scores from FY 1981 to FY 1982 was +.23 in CESP schools. The citywide change was +.10.

Second, students in CESP schools made considerably more educational progress during the 1981-82 school year than students in those schools had in previous years. At the end of 1982, students in CESP schools had gained an average of 8.1 months in reading comprehension. This was not as much growth as we want for every child in the Chicago Public Schools (a 10-month gain for a 10-month school year). Neither was it as much as the citywide average of a nine-month gain in 1982. But, it shows enormous progress indeed from the 6.7-month average gain that students in CESP schools showed just one year earlier.

Attendance and Mobility

In FY 1982 attendance in elementary schools was 92.1 percent citywide. Only thirty-one percent of CESP schools achieved or exceeded this level of attendance. Very few principals (2 of 36) referred to attendance as an area for increased emphasis that year. We can only hope that the principals' reported efforts to increase parental involvement in school programs (21 of 36 principals) and to improve building security (16 of 36 principals) indirectly had a positive effect on attendance. More than 20 percent of the students in the evaluation sample were new in 1982 and approximately 55 percent were enrolled for less than a full year.

Emulating "Effective Schools" Characteristics

To what degree were principals behaving in ways that "effective schools" literature suggest are important? To what degree were CESP schools emulating "effective schools" characteristics? If the forty-five schools targeted for the project had characteristics very similar to those found in studies of "effective schools" then we would have known that either the wrong schools had been chosen for the project or else "effective schools" characteristics are meaningless. Therefore, when we looked for "effective schools" characteristics, we were gathering baseline data rather than evaluating.

A few of the findings that were most instructive for us:

When we interviewed principals in 1982 only 25 percent (nine of 36) spoke of having a role as instructional leader in their school, and only six (17 percent) saw that as their primary role. There was considerable room for intervention in this area.

Nearly 60 percent of the principals (21 of 36) reported trying to build parent and community involvement. They were using a wide variety of means to do this, but were troubled, nonetheless, with the limited success they were having. Similarly, 63 percent of the 93 teachers interviewed did not feel that they were interacting effectively with parents. It is especially troubling that principals and teachers were aware of a problem and apparently trying to do something about it, yet felt so ineffective.

Finally almost half of the 93 teachers who were interviewed felt that they were not being given adequate inservice education. The same percent did not think there was effective principal-teacher communication in their schools. Again, there was room for improvement in those areas.

MAJOR EVALUATION VARIABLES

ACHIEVEMENT RESULTS

Optimal academic achievement for all students is the ultimate goal of an effective school. The CESP schools placed major emphasis on this objective. The results of the Iowa Tests of Basic Skills (ITBS)--the means by which achievement of Chicago Public Schools students is annually measured, will be examined to determine the progress of the CESP schools toward their objective.

Table 1, below, presents the May 1982 and 1983 results. It compares the median scores of each grade for the 45 CESP schools to the citywide results. Both the CESP and the citywide results improved significantly. In six of the seven grades reported, the CESP schools' medians increased by one to three months. At grade two there was a decline. Citywide, four of the seven grades improved by one month; one grade did not change, and two declined.

TABLE 1

ACHIEVEMENT OF CESP AND ALL SCHOOLS CITYWIDE COMPARED

ITBS Reading Comprehension Subtest
(in grade-equivalent scores)

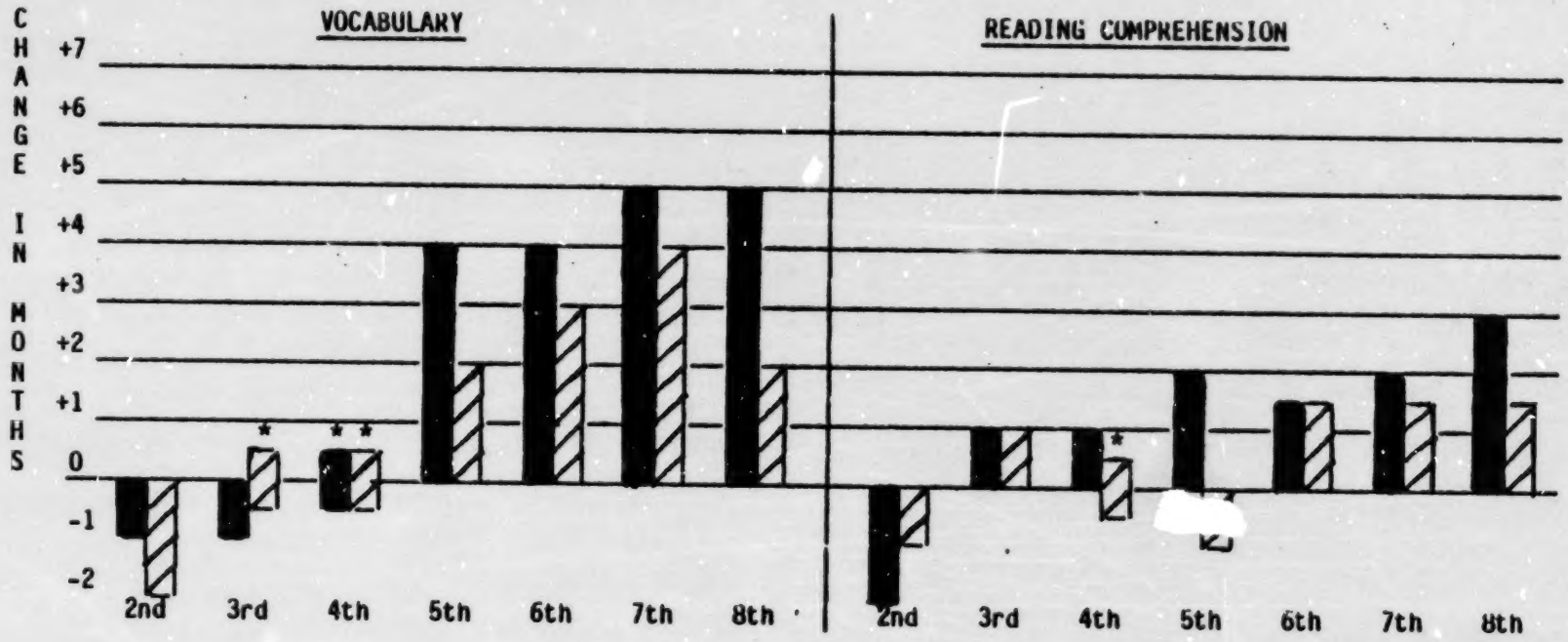
	CESP		Citywide	
Grade	May 1982†	May 1983	May 1982†	May 1983
2	2.4	2.2	2.6	2.5
3	3.0	3.1	3.4	3.5
4	3.6	3.7	4.1	4.1
5	4.4	4.6	5.2	5.1
6	5.3	5.4	6.0	6.1
7	6.2	6.4	7.1	7.2
8	7.1	7.4	8.1	8.2

†The May 1982 scores have been converted to the new norms used for the May 1983 scores.

For both FY 1982 and FY 1983 the median scores for CESP students were lower than those for the city's public schools as a whole. However, their vocabulary, and reading comprehension medians exhibited a greater degree of improvement than the comparable citywide scores.

Figure 1, on the following page indicates the changes in vocabulary and reading comprehension medians from 1982 to 1983 for both CESP and Citywide students.

FIGURE 1. Changes in Vocabulary and Reading Comprehension Medians For CESP and Citywide Students



* no change in medians

The mathematics concepts medians for CESP students also exhibited a greater degree of improvement than the comparable citywide scores. However, results were less positive in mathematics problem solving where distance between citywide and CESP scores was about the same as in FY 1982.

The change in Mathematics Concepts and Problem Solving medians for both groups are shown in Figure 2 on page 14.

The seventh and eighth grade CESP median scores exhibited positive change in all four subject areas. However, their largest positive change was in mathematics problem solving and their least positive change was in reading comprehension.

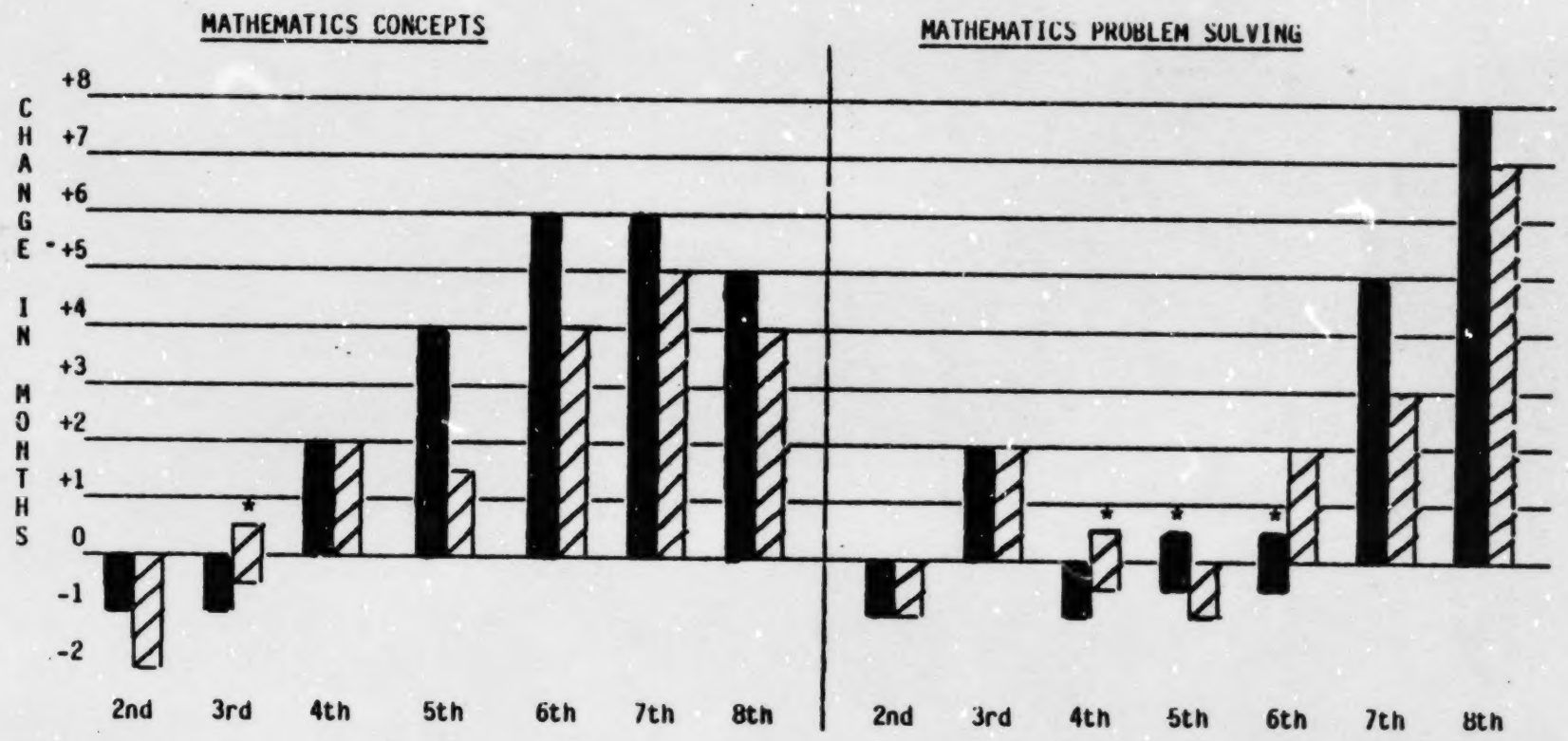
Considering the status of the 45 CESP schools as compared to their positions in 1981 in a ranking of regular elementary, middle schools, and upper grade centers, it is notable that twenty-nine schools have progressed beyond their positions in the original ranking. Twenty have advanced to positions that remove them entirely from the lowest achieving schools. Nine CESP schools have advanced to positions beyond the 100 lowest achieving schools.

STUDENT ATTITUDES: A COMMENTARY PERTAINING TO THE CESP PROGRAM

CESP students in third, fifth and seventh grade completed attitude surveys in 1982 and 1983. Fourth grade students were also surveyed in 1983. Approximately 1000 students at each grade level responded both years. School climate, teacher and principal expectations for student development, and student perceptions of their parents' attitude toward school are one set of indicators of "effective schools" characteristics. These were the major constructs on which the student survey was based.

The students' attitudes remained relatively constant across surveys. Nearly all students held positive attitudes about their school, their teachers and their parents. However, they were less positive in other areas. Slightly more than half commented favorably on the attitudes and behavior of other students at their school. Less than half of the seventh grade students approved of their school's appearance. In addition, just over half of all the CESP student respondents noted that their teachers were easy to talk with and liked students.

FIGURE 2. Changes in Mathematics Concepts and Problem Solving Medians For CESP and Citywide Students



ATTENDANCE AND MOBILITY: FACTORS IN CESP STUDENT PROGRESS

School attendance is vital in the implementation of programs aimed at improving student achievement. It is commonly accepted that a relationship exists between what a student learns and how much of the class he or she attends. In order to assess student attendance and related factors, systemwide attendance figures were analyzed along with extensive surveys of the 45 CESP schools.

The percentage of CESP schools equaling or exceeding 91 percent attendance as reported in 1982 increased during FY 1983. Also, there was an increase in the proportion of schools equaling or exceeding the 1982 citywide attendance rate of 92.1 percent; however, fewer equaled or surpassed the FY 1983 citywide attendance percentage of 93 percent. Compared to FY 1982, a slightly larger percent of the CESP students were absent 10 or more times during the FY 1983 school year. There was, however, a decrease in the number of new students enrolled in the classes. This may indicate increased stability of the student membership.

The membership of the CESP classes included a few permissive transfers and a larger number of Options for Knowldege students. Close to a third of the students in the evaluation sample were ECIA Chapter 1 students. Also in the CESP classes were students enrolled in bilingual programs.

THE CHICAGO EFFECTIVE SCHOOLS DESIGN

EXPECTATIONS FOR LEARNING

Effective schools faculties, according to the research literature, tend to consist of staff who have high expectations for their students. During the FY 1982 and FY 1983 CESP evaluations, questions pertaining to expectation levels were asked of principals and teachers. In addition, for the FY 1983 evaluation, information pertaining to parental expectations for their children was obtained.

For both fiscal years, evaluation results showed that most of the CESP principals who discussed expectations were positive regarding their expectations for student progress. On the other hand, a smaller proportion of teachers were positive in their expectations of students in FY 1982 and an even smaller proportion displayed positive expectations in FY 1983. Also, it should be noted that in FY 1983, a majority of principals and teachers who responded to the evaluation, felt that "the large number of students needing special help seriously detracts from a program for academic excellence."

Parents whose expectations were surveyed during the FY 1983 evaluation, displayed overall positive expectancies for their children's progress.

STRONG PRINCIPAL LEADERSHIP

Effective school research literature indicates that principals with strong leadership qualities tend to head effective schools. During the FY 1982 evaluation, principals discussed the ways in which they gave direction to their faculty members. This year, FY 1983, both principals and teachers were asked to rate administrator/teacher communications in their schools. Communication between principals and parents as well as between principals and students was also rated. In addition, the instructional emphasis that principals incorporated into their program goals was extracted. Examination of such factors as communication levels, instructional emphasis, and ability to direct faculty could help to determine to what degree strong leadership qualities were present among the CESP principals.

Results of the evaluation, for the two fiscal years, showed that CESP principals felt that they worked closely with individual teachers and used a variety of ways to help them. Both principals and teachers felt that administrator/teacher communication was positive, although, teacher opinions were less positive than the principals. Positive ratings for administrator/parent and administrator/student communications were offered by both principals and teachers. It was, also, found that principals tended to emphasize instructional rather than administrative program goals. In addition, teachers and parents indicated that principals were interested in all the students; and that their schools' organizational structure promoted orderly learning.

PARENT AND COMMUNITY INVOLVEMENT

Parent and community involvement is of major concern in the establishment of the Chicago *Effective Schools model*. Questionnaires were distributed to the parents of students who were interviewed. Their responses as well as related responses from the CESP principals and teachers are presented here.

In both FY 1982 and FY 1983 parents who responded to the evaluation were positive toward the school and the school staffs. They responded more positively in FY 1983 than in the previous year. Principals were very positive concerning the level of parent involvement. Teachers were also positive, but somewhat less positive than the principals. Open house, an annual school activity, and school-community representatives (SCR) sponsored activites were deemed the best motivators for encouraging parents' involvement in school programs. There was some evidence that parent volunteers were active in at least some of the CESP schools. One principal noted that a more positive school climate was achieved by making parent volunteers feel that they were an integral part of the school program.

EVALUATION UTILIZATION POTENTIAL

A characteristic of effective schools which states that effective schools personnel use student achievement test results as a means of evaluating student progress, was the basis for a series of questions asked during the FY 1982 principal interviews. Although principals involved in the FY 1983 evaluation were not asked the questions used in the FY 1982 interviews, they completed questionnaires on which comments were made pertaining to the effective schools characterteristic governing use of achievement data. For both fiscal years, teachers involved in the evaluation responded to a questionnaire which asked for their opinions on achievement tests and how they used the results of such tests.

A majority of the responding CESP principals for FY 1982 used achievement test results to evaluate student progress. Two principals in the FY 1983 evaluation commented on such factors that lead to their schools' successful achievement results. One of these two principals, also, stated a factor which impeded the success of part of his program; the need for expediting evaluative staffings concerning placement of students in special education classes.

Evaluation results, for both fiscal years, showed that in planning and developing their teaching strategies, most CESP teachers used achievement test results only some of the time. A smaller number of teachers, however, emphasized use of achievement test results much of the time.

THE STUDENTS AND THEIR CLASSROOM EXPERIENCES

Evaluators visited the CESP classrooms in both 1982 and 1983. Third, fifth, and seventh grade classrooms were visited in FY 1982. Some classes were visited three times. A total of 202 class sessions were observed. One thousand sixty-nine individual students observations were made. During FY 1983, classroom visits were made to third, fourth, fifth, and seventh grade classrooms. One thousand three hundred and fifty-seven students were

observed. A majority of the classrooms were visited twice. A total of 274 class sessions were observed.

The evaluation results for 1982 and 1983 revealed that most of the CESP students liked their school and classroom. Those students who did not like their classroom wanted to be in another school or at home. This year, there was a decrease in the percentage of individual students observed attending to task. There also was a decrease in the percentage of classes observed quietly attending to task.

Mathematics was the subject observed being taught most in the CESP schools. Other subjects frequently observed were mastery learning, spelling, social studies and basal reading. Most of the students were attending to task when observed. This was true for more of the students in CMLR than in the other classes.

The teachers in FY 1983, as well as last year, favored whole-class instruction over individual instruction and more of them commended student behavior than in the previous year. There was also an increase in those reproving student behavior.

This year and last year, the CESP students assessed their work in mastery learning, basal reading, and mathematics. Their personal assessments revealed that for both years, more third grade students than students in other grades, felt they understood all their work in those three subject areas. There was, however, an increase in the number of seventh grade students who stated they understood all of their work in the subjects noted.

This year the seventh grade CESP students were asked if they had learned what they needed to know. The majority answered yes to this question and attributed this to the efforts of their teachers.

GENERAL SCHOOL CLIMATE

Evaluators, while visiting the CESP schools, made observations on several diverse topics. These included: school spirit, physical condition of school buildings, school atmosphere and school goals.

In FY 1983 more of the components thought to be important to the implementation of an effective school were present and in operation in the CESP schools. Indicators of positive school spirit and school goals were observed. The majority of the school buildings were rated in good to excellent condition, and fewer were rated in poor or unsatisfactory condition. The atmosphere in most schools was generally positive. Students and teachers usually interacted in a relaxed and orderly manner. However, in some instances, though some order was present, behavior was mostly unrestrained.

STAFF DEVELOPMENT

Data concerning formal staff development activities were gathered during FY 1983. These types of inservice and/or teacher education sessions were considered: inservice sessions dealing with multicultural issues; teacher education sessions on other pertinent topics, and workshops conducted by the Office of Equal Educational Opportunity.

During the FY 1983 school year, most of the CESP teachers felt that they had learned from the inservice training they received and found it to be a valuable experience. However, some of the teachers stated that the inservice sessions were mostly a waste of time. About 25 percent attended workshops pertaining to intergroup relations and instruction in multicultural issues. The time spent at teacher education sessions varied. Most of the teachers spent two or three days. Others spent one day or less in such sessions. About 21 percent of the teachers had not attended any workshops.

Inservice sessions and workshops were provided by the Office of Equal Education Opportunity (OEEO). Most of the teachers who attended the workshops provided by the OEEO found them to be beneficial to the staff and/or school program. However, a large percentage of the teachers had not attended the workshops.

THE CESP PROGRAM AND ITS IMPLEMENTATION

THE PROGRAM STRUCTURE

The original intent of the CESP program was to improve educational standards in a set of racially identifiable schools with low achievement scores. To achieve this goal, a needs assessment for each school was developed by the principals, staff and community representatives following OEEO guidelines. Funds then were to be channeled into the specific areas delineated in the needs assessments. Program content came in various forms like hiring new staff, reducing class size, and additional resources. When assessing the progress of their programs, principals were generally satisfied that improvement was noted in the areas of student achievement, attendance, discipline, parent participation and school security. Also, principals cited increased funding and additional staff as key success factors in their program implementation. Conversely, the reasons most frequently cited for failure to implement programs were also funding and staff. In the future, CESP principals hope to have more materials, planning time, parental involvement, funding, positions and improved implementation. The program administration planned to initiate more extended-day activities and gifted programs for CESP schools in the future.

IMPLEMENTATION

An important corollary to any discussion of program goals would have to be the effectiveness of their implementation. In the year since the FY 1982 CESP report, varying degrees of implementation were experienced in the schools. In order to assess the effectiveness of program goal implementation, a new questionnaire was developed and sent to CESP principals. Several questions on the new form were similar to those of the previous year. This was done for the sake of comparison. Other questions probed into what changes in implementation could be perceived by the principals over the past year. In addition, the results of the teacher opinion survey, which assessed teachers' attitudes according to their effect upon implementation, were included.

An analysis of the data indicated a general improvement in implementation from FY 1982 to FY 1983. A large number of principals had no major problems in filling their requests for new positions. They also were able to implement programs and receive materials on time. Teacher morale and communication with school administrators was considered, for the most part, satisfactory. Despite these overall positive comments, many principals still found factors impeding implementation such as: uncertainty over program continuation, lack of funds, and lack of time for planning and implementation.

THE HISPANIC AND BILINGUAL SCHOOLS IN THE CESP REPORT

THE BILINGUAL PROGRAMS

The Supreme Court upheld in Lau v. Nichlos[1] (1974) that school districts are compelled under Title VI of the Civil Rights Act of 1964 to provide children who speak little or no English, with special language programs which will offer them an equal opportunity to an education. Bilingual education is an instructional approach using the native language for learning subjects until language skills have been developed sufficiently for participation in an all-English-speaking classroom. This instructional program aims at providing limited-English-proficient children with an equal educational opportunity.

Because of the Chicago Public School's committment to improve bilingual programs in the racially isolated schools,[2] it is imperative that the evaluation of the CESP Project examine the bilingual programs which exist in the ten Hispanic CESP schools. In May 1983, questionnaires were distributed to the principals and a sample of teachers in the Hispanic CESP schools. These instruments collected data on the implementation aspects and perceptions of various participants toward the bilingual program. The results of the survey served as an introduction to the needs and concerns of the bilingual program participants.

A lack of agreement was noted between the principals and teachers on some of the issues concerning the bilingual program. One such issue related to the goals of the bilingual program. While most of the principals participating in the survey agreed that the goals of the program were clearly defined and that the goals were developed cooperatively, less than half of the teachers were in the same agreement. Disagreement was also reported by both groups on the provision of bilingual services to all limited-English-proficient (LEP) students. All of the principals were in agreement that all LEP students were receiving services while less than half of the teachers were in agreement.

Discrepancies also were reported on the academic expectations for the bilingual program students. Whereas all the principals participating in the survey reported a high degree of academic expectations, only half of the teachers rated the principals as having high academic expectations for bilingual program students. Most principals also reported that the program promoted positive parent involvement, very few teachers had the same sentiments.

There was, however, noticeable areas where the principals and teachers were in agreement. On the issue of support for the bilingual program, not only were most of the teachers in agreement that the principals supported the program, but all of the principals were in strong agreement that the teachers were supportive of the program. The high correspondence between the ratings of the principals and the teachers concerning their support of the bilingual program indicates that there is an interest from both groups in promoting a positive attitude toward the bilingual program.

---

[1] 414 U.S. 563 (1974).

[2] Student Desegregation Plan for the Chicago Public Schools: Recommendations on Educational Components pg. 57.

FACTORS CONCERNING SCHOOL CLIMATE

In this year's evaluation, the CESP Hispanic school data were examined separately in order to get a more specific view of their ideas, attitudes and experiences in the schools. The school observations were conducted in the same manner as in the rest of the CESP schools. Evaluators observed indicators of school spirit, condition of school buildings, school atmosphere and school goals. There were four CESP Hispanic schools visited, and twenty-one observations made. During the school observations, evaluators noted indicators of positive school spirit. School building's condition, school atmosphere and school goals were observed to be high or positive.

HISPANIC STUDENTS AND THEIR CLASSROOM EXPERIENCE

The evaluation results for FY 1983 assessment of CESP Hispanic student and their classroom experience revealed that the majority of students and classes attended to task. It was noted that more classes attended to task noisily, than quietly.

The subjects most frequently observed being taught were mathematics, social studies, and grammar.

The majority of CESP Hispanic classes and individual students were observed receiving instruction as whole classes. This was the teachers' usual instructional method.

To stimulate learning, teachers in close to half the classes requested pupil response and responded to raised hands. However, they rarely commended or reproved Hispanic student behavior or performance.

The Hispanic students, like their counterparts in the CESP schools, liked their school and classroom. However, when asked to indicate whether they preferred to be in their classes or in other locations, twenty percent of the Hispanic students preferred to be at home. They cited noisy classrooms, quiet homes, television viewing and other reasons for their preference.

The CESP Hispanic students' personal assessment of their work in mastery learning, basal reading, and mathematics revealed that more of the students understood basal reading than mastery learning or mathematics.

Most of the Hispanic students felt that they needed assistance from their teacher to understand schoolwork and asked their teacher when they needed help. Some stated they hardly ever asked for help; however, the majority felt their teachers helped them a lot.

Most of the Hispanic students stated they were good students and they made good grades. A small percentage said they made fair grades and even a smaller number stated they were fair students.

This year the seventh grade CESP Hispanic students, like their counterparts, were asked if they had learned what they needed to know. The majority of the Hispanic students answered yes and attributed this to the efforts of their teachers.

DISCUSSION OF EVALUATION RESULTS

The evaluation outcomes of the CESP program will be discussed in relation to the following topics:

- Current Program Operation as Compared to Original Intent
- Progress Toward Program Goals
- The Bilingual and Hispanic CESP Schools
- The Chicago Mastery Learning Program
- The CESP Higher Achieving Students

Where appropriate, academic achievement and the effective schools design will be discussed in connection with each topic.

CURRENT PROGRAM OPERATION AS COMPARED TO ORIGINAL INTENT

Is the CESP program operating as originally intended? The following points may provide answers to this question. Review of the research literature on effective schools indicates that Chicago has elected to adopt two concepts as a direct outgrowth of the literature: All children can learn and all students should be evaluated with the same high expectations regardless of race or past performance. Also, Chicago has chosen to exemplify strong principal leadership, staff development, parent involvement and increased time on the learning task as those concepts most salient to school improvement. The Chicago Mastery Learning program, the citywide school discipline code and the school promotional policy also reflect elements advocated by the effective schools literature.

The CESP schools were not compelled to follow any one proponent of the effective schools concept. Rather, they were exposed to several of the leading theorists and were expected to select and adapt the elements of the various doctrines to the needs of their individual schools. At the same time they were made aware of those areas to be emphasized in the Equal Educational Opportunity program. Proposals, that were subsequently developed, reflected these guidelines. To the degree that proposals continue to reflect some portions of the concepts of the literature and include the elements deemed important by the school system it can be stated that planned activities will be in line with the original intent. The operationalization of the plans varied. Many factors impended on program operational procedures. Program modification was an ongoing process and according to the central program administrative staff it continues to be a major program element. Program administrative staff planning includes attempts to remedy problems. The degree that these procedures are effective will determine the degree to which program operation will be in line with the original intent.

PROGRESS TOWARD PROGRAM GOALS

To what degree are the CESP schools progressing toward goal achievement? The CESP schools, when originally selected, were among the lowest achieving schools in the Chicago Public School system. They are now in positions among 378 of the schools. At the outset, it was possible that if the school system as a whole progressed in achievement, the CESP schools would hold their

original positions and thereby continue to be the lowest achieving schools in the system. To date, this is not the case. Twenty schools have moved out and beyond their original places in the ranking of elementary schools. Some schools still within the group of lowest schools have moved upward, while some schools have moved downward. Nevertheless, the net result at this point is progress.

It is important to consider the fact that CESP exhibited a higher degree of positive change in achievement median scores than did citywide. If CESP positive change in medians continuously occurs at a faster rate than such changes citywide, CESP student achievement could eventually equal citywide elementary school medians. Some movement would be expected due to measurement errors and natural phenomena that tend to contribute to variation of movement. Improvement thus far indicates that CESP schools' progress goes beyond what would be expected if there were no program of intervention.

Principals were positive toward their schools, staffs and the progress of their students. Their attitudes were supported by the achievement results in their schools. Progress in achievement was noted in most subject areas at all grade levels by a group of principals who were satisfied with their schools' progress and at all but one grade level in schools of highly satisfied principals. Approximately equal numbers of positive and negative changes in achievement were noted for the schools in which the principals were not satisfied, but felt that achievement was improving.

If it is assumed that the potential for optimal achievement on program goals is enhanced to the degree that those directly involved in the program are positive in their attitudes toward its objectives, then teacher morale could be considered an important element. CESP teacher morale appeared to be generally good and was enhanced by satisfactory teacher/administrator communication. However, twenty-one percent of the teachers who responded to the evaluation felt that communication was not satisfactory. An additional eleven percent were not satisfied, but felt that communication was improving.

There was more communication between the teachers and students. This could have contributed to improved achievement. Also, teachers more frequently commended and reproved students concerning their performance and behavior than in the previous year . Students expect to be commended and reproved by their teachers. They view this as evidence of their teachers' concern for them. However, interviews with CESP students indicated that though they had positive attitudes toward their teachers, the students did not find it easy to talk with them. There could be some connection between this difficulty and the teachers' attitudes concerning the students' motivation to learn. The students believe their teachers are motivated to teach but the question is, do the teachers believe the children want to learn. Implicit in high teacher expectations is the belief in the students' ability and motivation. Without a positive attitude toward the learner, high expectations do not exist.

It is notable that there was a disparity between the students' perceptions of themselves as good students and their assessment of their school work which they admit was less than adequate. There could be many reasons for this disparity, however, the most detrimental aspect of its existence is the possible negative effect that it could have on achievement. This disparity did not exist among the Hispanic students as an individual group. Further study is needed to determine why CESP students see themselves as good students and yet admit their performance is less than adequate.

Staff development programs were generally well received, but a relatively small group of teachers participated in the programs. However, some teachers did participate in teacher education classes on their own initiative.

Parent involvement seems to be increasing though somewhat slowly. Parent participation in school activities may be increasing more rapidly than actual involvement of parents in the learning process of their children. At least one principal raised the question as to whether parent involvement or parent support of the educational system should be a goal of the program. This question has been noted since the inception of other educational programs, specifically ESEA Title I (now ECIA Chapter 1). Nevertheless, there are programs that have demonstrated effectiveness that has been at least partially attributed to a high degree of actual parent involvement. Therefore, the consideration of parent involvement as a viable contribution to improved student learning should not be discarded.

The presence and awareness of a school mission is one of the corrolates espoused in the effective schools literature. If the existence and awareness of a mission by the students and school personnel could have a real influence, then perhaps we could state that improved CESP achievement was partially due to the presence of school spirit or mission. This is yet to be proven, but more evidence of positive school spirit was noted during the 1983 school year in the CESP schools. Certainly no harm was evidenced by its presence.

THE BILINGUAL AND HISPANIC CESP SCHOOLS

Ten predominantly Hispanic schools are a part of the CESP project. The data collected from these schools were reported as part of the total evaluation sample. However, it was felt that all persons concerned with the educational program for the Chicago Public Schools could benefit from more detailed information concerning the Hispanic and Bilingual program students. Thus a special section was added to the main body of this report to highlight important factors related to their education. Certain outcomes are notable. First, the disparity between the principals' and teachers' attitudes related to the Bilingual program and secondly the lack of disparity between the students concepts of themselves as good students and their positive assessment of their performance as opposed to such assessments provided by other minority students.

CHICAGO MASTERY LEARNING PROGRAM

Though generally well liked by the CESP student population, the students indicated that mastery learning units were not predominantly understood. Neither the CESP population, as a whole nor the Hispanic students, as a group stated that they understood all of their work in Chicago Mastery Learning Program (CML). This may account for the fact that fewer CML units were completed this year. However, there could be other reasons for this outcome.

Conclusions should not be hasty. The most improved standardized test scores were noted for CESP seventh and eighth graders. This also was the group which completed more CML units compared to citywide seventh and eighth graders. When these facts are considered, it would not seem reasonable to discount CML as a viable program of instruction.

THE CESP HIGHER ACHIEVING STUDENTS

Are we meeting the needs of all of the students in the CESP population? This is the question that should be addressed by school and central office staff concerned with the CESP program. Some students in the various grade levels have compared favorably to the national norms in reading, vocabulary and mathematics. It has been suggested that programs for gifted students be placed in the CESP schools. Central administrative staff have noted this as an important consideration. It is indeed a suggestion worthy of attention.

RECOMMENDATIONS AND IMPLICATIONS FOR PROGRAM MODIFICATION

It can be stated that the CESP schools are progressing toward achieving their program goals. The task they have undertaken has never been considered a minor one; it is, therefore, understandable that a total achievement of program goals has not yet occurred. What is heartening is the degree of positive change that has occurred in a two-year period fraught with numerous problems, many of which are not under the direct control of the school system.

There are many implications for program modification within the data in this report. First, every effort should be expended to offset the trend of low achievement in the middle grades. Though this is a systemwide problem, CESP as a demonstration program, can lead the way in reversing this trend by providing insight into the problem. Caution should be exercised that the upper grade instructional program continue to receive emphasis to prevent the loss of gains already made. Special attention is also needed for the second grade students whose scores prior to FY 1983 did not appear to be a problem area.

Second, even more emphasis should be placed on the development of increased positive instructional staff attitudes toward the school, its program, and the students. Every effort should be made to bridge the communication gap that appears to exist between some teachers and their students and to some degree, the teachers and their principals.

Though complete individualization of instruction has been shown to have a number of serious drawbacks, near or complete abandonment of this approach could also have a negative effect on student achievement. It is apparent from the responses of the principals that a number of them have combined two approaches with considerable success. Tutoring and small-group instruction appear to be major approaches in the CESP schools, while teaching the class as a whole group is the general instructional approach. However, providing a complete and balanced instructional program is also of extreme importance if the goal of providing quality education for all students is to be attained. All subject areas are important, and a complete and balanced curriculum should be maintained.

At the same time that a balanced curriculum is advocated, consideration should be given to enriching the basic program. Not just success, but optimal success is desired for the CESP project. The needs of all the students should be met. Some program enrichment is desirable for all of the students. In addition, the students with unique abilities and special interests should be encouraged to develop them. The provision of a varied and enriched program could foster such development. Again this is taking a step beyond basic success toward optimal success.

There should, perhaps, be an even closer examination of the Chicago Mastery Learning program and its effectiveness. Caution should be exercised, however to avoid drawing hasty conclusions in this regard. Though the students apparently are not absorbing the program content, to a high degree, the reasons for this could be varied. Some of the questions for which

answers could be sought are, how often were mastery learning lessons taught during the past year? To what degree did teachers vary the lesson presentation in order to facilitate initial understanding of the lesson on the part of the students? Were all the steps in the lesson presentation followed? Is the completion of a certain number of mastery learning units the real determinant of achievement in the CML program? The mastery learning program is used in conjuction with the basal reading program. It is possible that used in this manner, completion of a specified number of units is of limited importance to achievement.

The road upon which the CESP schools have chosen to travel will continue to be a difficult one. It is of paramount importance that the schools and all who are concerned with the success of CESP continue to be self-evaluative and indeed increase efforts in this area. The evaluation data that have been presented, only begin to probe the program areas and determine program strengths and weakness. CESP outcomes will be realized only to the degree that those of us concerned with CESP success are self-evaluative and use evaluation findings as tools to facilitate optimal program development.